

Center Grove Community School Corporation

North Grove Elementary

School Improvement Plan 2023-2024



This plan is written in compliance with IC 20-31-5-4, IC 20-31-4-6, IC 20-31-6, IC 20-19-3-12.2, and 511 IAC 6.2-3. Additional input on professional development was sought from IC 20-19-2-11, IC 20-20-31. The technology coordination plan complies with IC 20-20-13. North Grove Elementary School suspends no federal rules or statutes. In compliance with 511 IAC 6.2-3-2, North Grove Elementary School recognizes Sec 2101(a)3(c)1(B)ii from the 2015 ESSA reauthorization supplants 511 IAC 10-6.

Curriculum:

The Center Grove Community School Corporation is undergoing a curriculum revision to attain a Guaranteed and Viable curriculum (G&V). This includes reviewing and organizing state standards into Essential Learnings (ELs) with Proficiency Scales/Levels to describe the progression of learning on each measurement topic. All curriculum guides are posted in our learning management system (CANVAS) where all teachers have access as well as additional resources. Our process for building our G&V includes many Curriculum Collaborators per subject. Additionally, we include an item bank for common formative assessments (CFAs) per EL as well as a sample CFA that teams can use and modify to assess student learning.

Requirement Pertaining to Goals and Objectives:

North Grove Elementary School demonstrates an exceptional history of academic excellence in student growth. Our goal is to increase student achievement in the area of Reading. We would like to earn a corporation and school level A in the state's A-F accountability model. Our percentage of students passing ISTEP+/ILEARN will continue to rise from the new benchmark established in 2015. Our attendance rate will continue to remain at or above the 96% threshold. Center Grove Community School Corporation, specifically North Grove Elementary School, has an extensive curriculum, instructional strategies, and professional development opportunities to meet the needs of our students and staff. These areas drive our school's continuous improvement process. We also incorporate short SMART goals and long term goals, using a variety of assessments. These include our Common Formative Assessments, NWEA, AimsWeb, and ILEARN.

Reduction in Absenteeism:

Center Grove Community School Corporation, and specifically North Grove Elementary School, has an exemplary attendance record. In isolated instances where attendance does become a problem, we utilized the Johnson County Juvenile Probation System, to compel student attendance.

Name and Description and of Assessments in Addition to State-Mandated Assessments:

The following assessments are employed at North Grove Elementary School. North Grove Elementary School follows the district and state standards assigned to each grade level for English/Language Arts, Mathematics, Science and Social Studies. *Additionally, North Grove is committed to providing a guaranteed and viable curriculum through the use of the Center Grove Community School District Math Essential Learning Assessments.* The results that follow in this document prove that the assessments are aligned to our curriculum and all instruction is based on high priority curricular needs. The summative assessments noted on the chart below are standardized and are known to be valid, reliable, and unbiased. Assessments are administered with fidelity defined by each assessment publisher. All students at North Grove Elementary participate in these assessments and the results that follow in this document accurately represent the students we serve. Accommodations are provided to students who have an IEP, a 504 or an ILP (language learners). Accommodations are provided in a manner that follows the restrictions of the assessment and meets the requirements of the student's IEP.

Assessment Title and Description	KDG	1	2	3	4	5
<u>READING ASSESSMENTS</u>						
AIMSweb	X	X	X (ORF)	X (ORF)	X (ORF)	X (ORF)
NWEA Reading and Language Usage <i>*K-1 is Reading ONLY</i>	X	X	X	X	X	X
Scholastic Guided Reading Levels <i>*All other grades used as needed</i>			X			
Arkansas Rapid Naming Fluency	X	X	X			
PALs Assessment		X	X			
IREAD-3			X	X		
<u>MATHEMATICS ASSESSMENTS</u>						
NWEA Mathematics	X	X	X	X	X	X
AIMSweb	X	X				
CGCSC Essential Learning CFA	X	X	X	X	X	X
Pearson Topic Tests		X	X	X	X	X
<u>COGNITIVE ASSESSMENTS</u>						
CogAT	X		X			X
<u>CLIMATE AND BEHAVIORAL ASSESSMENTS</u>						
Social/Emotional Survey - Students	X	X	X	X	X	X
Staff Climate Survey - HRS	Staff Survey					

Professional Development Narrative:

Data Analysis

North Grove Elementary School, like all Center Grove Community School District Schools, participates in Professional Learning Communities (PLCs) weekly to provide time, structure, and collaborative opportunity for student-centered data analysis. Working from a common curricular framework, aligned to state standards, teachers use PLC time to evaluate instructional effectiveness as measured by summative stated assessments and local formative assessments of varying magnitude. Data is analyzed to determine core program effectiveness and remediative interventions necessary to close achievement gaps.

Strategies, Programs, Services, and Activities

- North Grove Elementary School, in collaboration with all Center Grove Community School Corporation elementary schools, integrates the Indiana Academic Standards into a locally developed curriculum framework. Our elementary mathematics program follows the Pearson enVision Math Series. This program allows our teachers to spiral the curriculum throughout the school year, while providing TIER instruction for remediation and enrichment. Our Language Arts instruction focuses on a comprehensive framework through six research-based practices: Concepts of print, Phonemic Awareness, Phonics, Fluency, Comprehension, and Metacognition. Modeled and Shared reading is one instructional strategy that is used through read-aloud, think-aloud, fluent reading, choral reading, storytelling and readers' theater. The Guided Reading time is used for flexible groups, literacy work stations, literature circles, book clubs and matching text levels with students. Students also have the opportunity to independently read, and have access to a variety of genres at their independent reading level.
- During the 16-17 school year, Center Grove Community School Corporation adopted the Units of Study from Lucy Calkins. The Units of Study adheres to the nine bottom line conditions for effective instruction. They are: 1. Writing needs to be taught like any other basic skills, with explicit instruction and ample opportunity for practice; 2. Writers deserve to write the kinds of texts that they see in the real world—nonfiction chapter books, persuasive letters, stories, lab reports, reviews, poems—and to write for an audience of readers; 3. Young writers need to be immersed in a listening and storytelling culture where their voices are valued and heard; 4. Writers write to put meaning onto the page. Young people will especially invest themselves in their writing if they write about subjects that are important to them; 5. Children, early in their writing development, need to be taught phonemic awareness and phonics—the instruction that develops their language, and supports and fosters their ability as writers; 6. Children deserve to be explicitly taught how to write. Instruction matters—and this includes instruction in spelling and conventions as well as in the qualities and strategies of good writing; 7. Children deserve the opportunity and instruction necessary for them to cycle through the writing process as they write: rehearsing, drafting, revising, editing, and publishing their writing; 8. Writers read. For children to write well, they need opportunities to read and to hear texts read, and to read as insiders, studying what other authors have done that they too could try; 9. Children need clear goals and frequent feedback. They need to hear ways their writing is getting better and to know what their next steps might be. Professional development is provided to teachers through our Instructional Coaches, Writing Curriculum Collaborators, and Instructional Rounds. They also provide model lessons and planning sessions with a focus on sustaining this initiative.

- North Grove Elementary School has a Response to Instruction model in place for Tier 2 and Tier 3 students. The Response to Instruction model entails school-wide benchmark screenings in literacy and numeracy through AIMSweb+, NWEA, and Scholastic Benchmark Assessment Systems. Students identified as at-risk (Strategic and Intensive) receive tiered instruction through the RTI process and are progress monitored every two weeks.
- During the 2022-23 school year, grades K-1 teachers at North Grove piloted the UFLI (University of Literacy Institute) program to enhance students' phonemic awareness and phonics skills. The school corporation has now adopted this program. Grades K-3 classroom teacher, along with teachers who provide intervention support (RTI, Title I, ENL, and Special Education) were provided formal training for implementation. Grade level teachers are utilizing UFLI as a part of the core curriculum, while it is being implemented as intervention by other teaching specialists.
- North Grove Elementary School's RTI process is targeted placement of at-risk students in math and reading. Students receive intensive support during a 30 minute RTI block in math or reading. Students that need extra support in one of these core subjects receive specialized instruction during another designated time during the school day. Strengthening these Response to Intervention strategies is an overall professional development plan.

Evaluation on the impact of these activities

North Grove Elementary School reviews local formative assessments and standardized summative assessments throughout the school year. Our staff meets in weekly Grade Level PLCs, bi-monthly Data Team meetings, and our Student Support Team meets every three weeks. Weekly, grade-level, special area, and special education PLC groups collaborate to discuss, document, and review classroom best practices. PLC discussions detail daily instructional practice, quarterly assessments (Math Essential Learning Assessments), or tri-annually formative assessments (NWEA, AIMSweb+, Scholastic Benchmark Assessment Systems Guided Reading Level). These are benchmark screeners for the yearly state summative assessment given at the end of the school year.

Assurances

Principals have completed the IDOE Legal Standards for accreditation assurances.

Cultural Competency:

District's Diversity, Equity and Inclusion Commitment: The Center Grove Community School Corporation is committed to keeping diversity, equity and inclusion at the forefront of its goal of creating an environment where all staff, students and community members feel a sense of belonging. The CGCSC staff understands this work is never complete, and will always strive to learn, grow, change and adapt to the needs of our students, staff, and community.

District's Equity Engagement Vision Statement: The Center Grove Community School Corporation seeks to understand the current culture in our school buildings in order to make recommendations that will help create an environment where all students feel comfortable and supported in order to reach their personal and academic potential. We will provide educational opportunities for students and staff to learn how to treat one another and empathize with one another.

The Center Grove Community School Corporation utilizes a district-level Equity Task Force dedicated to inspire, empower, and lead a culture of equity and well-being for students, staff, and community.

The Center Grove Community School Corporation has developed a character education plan for use with all of our students. This plan incorporates the use of district-wide K-12 monthly character traits and components of cultural competency training to provide a well-rounded program. The students in our corporation have opportunities to learn about a variety of cultures through academic text, history, science, language development, art and music. Books, read-alouds and class novels are selected and provide cultural exposure. Parents of diverse ethnicity are invited to serve on school and/or corporation committees.

North Grove's implementation of Positive Behavior Interventions and Supports is vital to our school's culture and climate. Along with recognizing and praising appropriate behaviors with our students, we teach students skills to help them be productive members of a community. We also utilize many of the facets of Trust Based Relational Intervention (TBRI) to support social, emotional, and behavioral needs. TBRI trainings and follow-up opportunities were provided to all staff beginning in the summer and fall of 2018. Last school year, we added additional SEL to the student curriculum through our SEL Counselor lessons twice a month.

North Grove Elementary serves as a magnet school for our students who receive services through English as a New Language (Title III). Along with providing diverse learning opportunities for students, all students and classes participate in a school-wide Culture Fair during the month of May.

Ongoing professional discussions occur to raise awareness of the educational needs of students who live in varied economic environments that include poverty, students from varied ethnicities and cultural backgrounds, and students who have one or more challenges to learning that must be addressed by support personnel. During the 2019-20 school year, staff training expanded to include cultural competency in relation to LGBTQ+.

Our students also have opportunities to learn about a variety of cultures through art, music, and world language classes. Parents of all ethnicities are invited to serve on school and corporation committees, as well as participate in other opportunities to provide input and feedback.

Provisions to Maximize Parental Participation:

Parents' participation is a key component to success within our school. Parents actively support North Grove Elementary School by participating in the Parent/Teacher Organization, and by volunteering to assist in classrooms, on field trips, and at athletic and social events. The school organizes several events to facilitate communication between the school and home.

Parent participation is a key component to the success of our students within our school. Parents support our students and staff by participating in Back to School Night/Open House, volunteering to support classroom teachers as room parents, attend class outings as chaperones, and attending before and after school academic and social events. Parents actively participate within our Parent Teacher Organization, where parents, teachers, and administrators work together to improve the student learning experience.

North Grove Elementary recognizes the importance of communication between school, community, and home. Parents, teachers, and school administrators participate in active communication using a

variety of formal and informal methods; phone calls, monthly PTO meetings, newsletters, emails, notes home, conferences, and social media.

Provisions to Maintain a Safe and Disciplined Learning Environment:

North Grove Elementary School maintains a safe and orderly learning environment through conducting emergency preparedness drills during the school year.

Emergency drills -- fire, tornado, earthquake, and lockdown -- are conducted to ensure that students and staff understand safety procedures. School Resource officers, secure entrance, and security cameras provide an extra measure of safety throughout the building. The school corporation has an electronic visitor check in system that coordinates with our volunteer background database. All visitors must provide identification before being given access to the rest of the building. Upon presenting identification, the visitor will be given an ID badge to use while at the school. This measure provides an extra step towards maximizing the security of the main entrance to the building.

Provisions for the Coordination of Technology Initiatives:

Technology is changing the way instruction is delivered and material is accessed. Center Grove Community School Corporation strives to develop teachers that understand how to integrate technology at the highest levels to support high learning outcomes for their students. Our district technology team provides many resources and guides our professional development and coaching using the SAMR and Triple E frameworks. We model and stress to teachers that, to have the biggest impact on student learning, we must use technology to transform lessons and ask students to do things that previously were unimaginable. In the hands of a well-trained teacher, technology can be a tool to accelerate learning and give students new opportunities to create and share their work.

We believe in providing all students with opportunities for personalized, connected learning. All students grades K-2 have access to an iPad during the school day, as part of a project called iPossibilities. These students also have access to five classroom Chromebooks to help facilitate collaboration using G Suite. All students grades 3-5 have access to a Chromebook during the school day. They also have access to five classroom iPads to help encourage creativity. All middle school and high school students have access to an iPad 24/7, as part of a project called Mobile Minds. We believe in the ISTE Standards for Students and strive to develop students into empowered learners, digital citizens, knowledge constructors, innovative designers, computational thinkers, creative communicators, and global collaborators. We believe this environment develops a well-rounded student who is college and career ready. Data from BrightBytes, an annual survey we administer to determine the effectiveness of technology in

improving student achievement, reveals we are above the national average in our classroom implementation, access, skills, and environment scores.

Statutory Requirements:

BOARD APPROVED ON SEPTEMBER 21, 2023

A handwritten signature in blue ink, appearing to read 'R. L. L. A.', is written above a horizontal line.

September 22, 2023

Superintendent Signature

Date

EXCLUSIVE REPRESENTATIVE SIGNATURE ON SEPARATE PAGE (stored at building)